THE JOURNAL OF EDUCATION

Volume 132 MARCH, 1949 Number 3

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As we go to press . . .

The mailman brings us another of those appreciative letters from Mrs. J. G. in the third postal zone. Mrs. G. again remarks upon the high quality of the magazine and asks, "How do you do it so continuously?" The answer is: We didn't know we did, but we are happy to have you think so. We could go on and explain that the credit all belongs to our contributors and to the many interesting angles in education itself.

But the question ought really to be addressed to thousands of individuals in school work—the sort that manage to keep their courage, good humor and effectiveness at top pitch under all conditions, day after day and year after year. How do they do it? (Especially those who haven't a certain periodical at their elbow.....)

Now for something in a minor key. Mr. Samuel Steinberg wishes to make the following statement:

"I regret that in my recent article, **How Teach Controversial Issues** (JOURNAL OF EDUCATION for February, page 48), I gave the impression, in reporting on a classroom discussion, that an article in **U. S. News and World Report** by Thomas Hawkins, **U. S. Blunders in Berlin,** was slanted and intimated that this magazine is Republican and that the article was trying to discredit the administration. **U. S. News** is an independent magazine, affiliated with no political party, and its editorial policy has generally been in support of the foreign policy of both the Roosevelt and Truman administrations. There was no intention of suggesting that Mr. Hawkins wrote the report to fit preconceived views or that **U. S. News** printed it for any purpose but to give its readers the correspondent's honest reactions to what has been happening in Central Europe in the two years he was stationed there."

Your Textbook Reporter

SOCIAL LIVING

A course in social studies for high schools demands a broad outlook, consideration of many topics, and a knack of making the whole subject seem as vitally important as it really is to every young citizen. The groundwork for such a course is amply provided in the currently up-to-dated text, **Social Living**, by Landis and Landis.

The work is divided into three parts: Man in Society, Problems of American Democracy, and New Goals for Our Democratic Society.

Part 1 treats the normal relations of people to one another in the existing social framework, clearly indicating that we must learn to live together or not at all. Part 2 considers the various groups from family to international government that all of us must be concerned about. Specific difficulties encountered in these relationships are discussed, not conclusively but in a manner to stimulate thought.

Part 3 describes some of the more distant goals remaining to be achieved, such as health and long life, greater production and better distribution, greater equalization of educational opportunities, reduction of crime, higher standards of religion and ethics, and the achievement of a peaceful world.

The book is attractively gotten up, straightforwardly written, and constantly contrives to meet the student where he is and carry him forward. The sections on personality and family life are as practical and wholesome as you would expect them to be in a text whose leading author is Dr. Paul H. Landis of the State College of Washington.

SOCIAL LIVING. Landis and Landis. Ginn and Company, Boston. $3.20.

SECOND LANGUAGE LEARNING

No one will question the statement that the global war found America linguistically unprepared, or that our nation and people are equally unequipped with the language skills essential to dealing with our world neighbors in the hoped-for era of world peace and understanding. World War II brought about a forced effort by our armed services to develop the ability to speak in strange tongues and to read a second language. Since the war, many of our schools and colleges have attempted to apply the language-teaching experience of the military emergency to their own students. How well has this worked out?

Two new books, **An Investigation of Second Language Teaching** and **Second Language Learning**, undertake to summarize the situation. The authors made as extensive a study of current experiments as time and circumstances permitted. Their reports reach no very solid conclusions. Apparently, however, the efforts to teach a second language through practice in speech and hearing have been less successful than their champions at first expected. Not enough time can be given to the drills to make the language sink in. Large numbers of students are incapable of progressing much beyond the first few simple lessons. Standards of vocabulary are not well agreed upon. Existing tests are only partly satisfactory. The processes of learning remain shrouded in mystery that can only be dispelled by laboratory and classroom experiments conducted by language specialists and psychologists. There is too little knowledge of the actual uses to which the language will be put. Since the oral-aural approach consumes much time, it does not lead so quickly into reading ability as does the traditional course which stresses reading and grammar from the outset. The natural or oral-aural procedure seems to afford better motivation for the student or for many students. But it evidently lacks the miraculous powers popularly ascribed to it while the war was bringing it to the fore. Perhaps we could learn something from schools abroad which have somehow managed to impart a second and even a third and fourth language to their students. This is merely our own hunch after skimming these two volumes of inquiry and anything but final summing up.

AN INVESTIGATION OF SECOND-LANGUAGE TEACHING, SECOND LANGUAGE LEARNING. Agard and Dunkel. Ginn and Company, Boston. $7.00

JOURNALISM AND THE SCHOOL PAPER

Reappearing in a third edition, with several new chapters, **Journalism and the School Paper** provides the essential material for a course in school journalism or for students engaging in the production of a high school newspaper.

After a brief sketch of newspapers in general, including a dip into their history and place in American life, the book takes up the details of reporting, interviewing, editorial writing, literary and other features, preparation of copy for the printer, headlines, proofreading — all the technicalities that must be observed if the result is to be creditable to the staff and the student body. Many practical suggestions are given for organizing and managing the enterprise. There are chapters on circulation and advertising and on cooperation with the printer. The appendix contains a style book, hints on staff positions and a bibliography.

The style is informal and the points are brought out with examples of both faulty and good procedures. The author has incorporated many years experience in newspaper work and college teaching into an adequate and helpful handbook sure to lighten the burdens of the faculty member and others responsible for the organ of school news and opinion. We doubt if any activity connected with the high school has more carryover value than the one outlined in this book.

JOURNALISM AND THE SCHOOL PAPER. D. C. Reddick. D. C. Heath and Company, Boston. $2.40

ARITHMETIC FOR YOUNG AMERICA

To say that choosing a series of arithmetics is almost as tough a task as writing such a series would be an exaggeration. But even the choosing job needs much scrutiny and comparison. Before us is a set of newly revised texts, titled **Arithmetic for Young America.** We open them more or less at random. We read the blurbs and prefaces? We look for the treatment of certain typical or tricky processes. Here are some of the impressions that we gather.

The authors have managed an orderly arrangement, from simpler

to more difficult processes and concepts, and at the same time have kept these processes related and apparently subordinate to the mathematical needs of boys and girls at advancing grade levels. Thus emphasis has been kept on making arithmetic meaningful. The situations that give rise to problems, while imaginary and connected with supposed classrooms, projects, excursions and the like, are such as might occur to children of like age in any school. No doubt many teachers would set up similar problems growing out of the children's actual environment or things they have to do that call for number skills.

We wondered how the book answers for accuracy and common sense, and we found both. The attention given to estimating answers was gratifying to your reporter who happens to deem this quite important.

We wondered how the books handled the rule for dividing a whole number by a fraction. Again we were pleased at the concrete examples through which the principle of inverting the divisor and multiplying was developed before it became a rule.

We dipped into various operations: long division, fractions, decimals, percentage. We sampled the problems and were reasonably satisfied that the pupils would think them useful and acquire facility in solving them. We noted the range of topics, the graphs and illustrations. It all seemed up to standard, scholarly, yet linked with juvenile interests.

Off hand we should say the series is well done. We could tell better by living with it through the six years, grades three to eight, but you can't wait that long.

ARITHMETIC FOR YOUNG AMERICA, 3-8. Various authors. World Book Company, Yonkers, N. Y.

YOUR TEETH

In **Your Teeth—How to Save Them** we have another of those Public Affairs pamphlets that cover a definite subject with virtually all the average person needs to know to enable him to decide his course of action. Thus if one wants to keep his natural teeth he had better watch his diet, be moderate in his use of candy and sugar in all forms, brush his teeth regularly and thoroughly with salt and soda or some other non-liquid dentifrice, and live where there's fluorine in the water supply.

Yes, fluorine is the big factor in preventing tooth decay. Soon it will be added artificially to drinking water in many localities, if present experiments prove what is hoped for. And there is sodium fluoride for direct application to the teeth.

Also there are good dentists who are more interested in saving your teeth and telling you how to save them yourself than in pulling them out. In naming the marks of a good dentist, the author says nothing about flunkies at the door or pretty assistants, and nothing about up-to-date magazines in the waiting room. But he suggests you notice where your dentist got his degree, and don't let him sell you the idea of having your teeth extracted to cure arthritis or, we add, a backache.

Thumb-sucking babies are not injuring the teeth they haven't got or their second set, provided they quit before these supposedly permanent ones arrive. But what they do to their thumbs and the nerves of their elders isn't dealt with, nor how to break the habit without breaking a neck. After all you can't include a treatise on child psychology in a pamphlet on the teeth and still have it a pamphlet. Moreover, you have to reserve something for other pamphlets.

YOUR TEETH—HOW TO SAVE THEM. Herbert Yahraes. Public Affairs Committee, New York. $.20

LIVING IN THE CITY

Living in the City is addressed to young people in junior and senior high schools. This freshly written text tells the city dweller or the villager what he needs to know about those places where population gathers to work in offices and factories or to engage in trade. Why do we have such centers? How are they governed? What special problems of transportation, housing and food are encountered by cities? How and to what extent have these problems been met? What about education, recreation and other services and opportunities? All these questions are considered in this book, simply and informally written as a text for teen-agers should be. An excellent final chapter stimulates thought about city planning and suggests that cities have mostly grown up with little attention to the total result. The reader learns that cities are expanding back toward the country through suburban areas that combine to make metropolitan districts.

A feature of the text is the series of activities captioned, "Write your own chapter." Here the student is asked to look into the topics of the preceding chapter as these apply to his own locality. In short, here is very practical civics on terms boys and girls can understand and even now begin to do something about, provided they live in or near a crowded area. An important point brought out is that improvements in farm machinery and methods have released many workers from the farms, thus increasing the numbers who must make their livelihoods in the city or within easy reach of cities. The subject is close to the hearts and habits of many million Americans and should provide materials for an interesting course.

LIVING IN THE CITY. Adams and Walker. McGraw-Hill Book Company, New York. $1.96.

GROWING UP

Something plenty of us never do is hinted in the title *Growing Up*, of this workbook for grade 7, 8, or 9. Cartoons and verbal illustrations assist the authors in putting across a host of practical counsels on all sorts of matters pertaining to manners, life goals and self development. There are helpful sections on success, the home circle, cooperation, school work and vocational choices—this last paying due respect to occupations in which the hands may be soiled. The blank lines call for study of one's self and of facts one needs to know before making important decisions. How to control one's emotions of fear and anger is one major problem receiving due attention. Pupils are not urged to choose their occupations at this early age but to start taking notes on what they may do later. Those who think they already know are asked to state their reasons. All are invited to pick some occupation they would dislike and to tell why. Many wholesome ideas will be confronted for the first time by the sub-adults scribbling their way through this guide book of human experience.

GROWING UP. *Cromwell and Parmenter. Guidance Publications, Buffalo.* $.50

EDITORIALS

COLLEGE APTITUDE

College deans are forever wishing for a way to discover, before a student is admitted, whether he is likely to succeed or fail in the work of freshman year. Entrance examinations in certain subject fields are but partial criteria. Still less does certification tell the story.

Dean Wray Congdon of Lehigh University proposes a college "aptitude test" consisting of only eight questions. Can the applicant write four consecutive paragraphs on an assigned topic — well organized, well worded and grammatical? Can he listen to a lecture and take notes that he can later expand into a reasonable fascimile of the lecture? Can he read an article and get the gist of it? Can he budget his time? Can he take an examination without going to pieces? Can he look up an assigned topic in the library? Can he buckle down and study without stalling for time?

Such are the questions, not in the dean's own words, but in substance.

The standard strikes us as rather high for the subfreshman. Some of the skills demanded can be acquired in college. The question is — how well and quickly will any given student acquire them? If he has them before he enters, his work will be that much easier, or ought to be. Some of the best prepared freshmen come to grief because they relax their efforts. Others, not too well prepared, put up a harder battle and win out.

As a warning of what one will need to do in college, Dean Congdon's series of questions should prove useful to students in the secondary school. In modified and softened form, they might be made a basis for determining admissibility. As editors, we can usually tell from the first four paragraphs whether a writer who has been through college got much out of it.

AN OLD COMPLAINT

Many teachers, we hear, are complaining. "They would be," you retort, sarcastically.

But this time it is about the nature of the children they are obliged to teach. Again you say "This is old stuff. The ancient Greeks and even the Egyptians voiced similar complaints."

Yes, the succeeding generation has always been worse than the one before. Yet human society has certainly improved in spots, has set up new goals, is striving toward ideals which the majority of people were unaware of even a century ago.

But listen to what these modern teachers say is wrong. They claim that today's children are more restless, more difficult to manage, less receptive to learning. Particularly during the past five years, these teachers declare, the task of instruction has grown harder, if not impossible. The complainants argue that children demand more excitement — are unable to concentrate — are either up to mischief or dreaming about movies, radio thrillers, or the humorless comics.

The case must not be dismissed too lightly. How can the schools provide motivation to match the excitement that goes on outside the school? If teachers go on sugar-coating lessons, how much antiignorance medicine will remain within the blob of candy?

We don't pretend to know the answer. We suspect that many good teachers still possess the secret of arousing pupil interest in the subject to be studied, not by sugar coating so much as by the subtle art of challenging to high endeavor. We suspect, also, that some teachers still manage not to be outwitted or overrun by their young charges. No doubt "charges" is the word.

May it not be that the present generation of school children have been adversely affected by war conditions that left them too free to do as they pleased while father was in the service and mother in a defence plant? May not the crowded quarters so common in this time of housing shortages be partly to blame?

In short — if the complaints are valid at the moment, will not their validity be reduced as time goes on and family life becomes less hectic?

It is generally easier to keep one's temper and one's sanity when an existing situation not too good in itself is seen as temporary. Patience and perspective always help.

PUSH THIS LEVER

School facilities have not kept pace with the postwar birthrate. There are not enough classrooms — and the cost of building new ones is so high that most communities hesitate to embark upon a construction program. So what do they do? They cram more children into the existing space, expand the size of classes, and resort to such expedients as morning and afternoon shifts. Even so, we are told that over a million children of school age have no classes open to them.

Meanwhile what about the supply of teachers? This is still very much of a problem as regards the elementary grades. The high schools are better off, because their higher salaries make them more attractive.

There is one thing nearly everyone who reads these

lines can do to ease the situation, if not at once, at least eventually. This one thing is to steer the right sort of young people into the teaching profession. You perhaps know how prone most individuals, no matter what their vocation, are to advise teen-agers not to follow in their footsteps. The pathway to success was so full of obstacles. Even at the top things aren't so good as they look.

Let members of the school profession refrain from that sort of talk, and one big gain will have been made for recruiting.

But look squarely at the facts. Despite the difficulty of living on your salary today, there are offsetting factors, such as the probability that you will be steadily employed when times are less rosy and many other people may be looking for jobs. There are other considerations pro and con. Most of all — and this on the pro side — is the satisfaction of sharing in one of the most important services on earth. You are in it because nothing else appeals to you so strongly.

Armed with what you know and believe about education, you can pick the best possible teacher material from among your students and sell some of them the idea of teaching.

Remember, the profession needs not merely numbers but quality. The finer the quality of the boy or girl, the more easily will he or she be convinced that teaching is the best of all vocations.

TAX FREE COLLEGE INCOMES

Someone has estimated that last year 455 American colleges and universities netted from their various investments (in real estate and business as well) a grand total of $150,000,000 from which the federal government received no income taxes because of the exemption granted to such institutions. Tax experts and business associations are said to be investigating the circumstances attending the "loss" of government revenues from this source, say $50,000,000.

The exemptions are granted to educational institutions to enable them to conduct their enterprises for the general good. No one seriously contends that it would be better if the government itself replaced their revenues with payments from the public treasury. The principle of tax exemption of college incomes appears to be sound. Educators seem to agree that the incomes should be used for educational purposes and that industries owned by educational institutions should not be allowed to undersell privately owned competitors, even if new laws are needed to insure such fair play in all instances.

No doubt some college endowments have been invested unwisely and losses will result. This can only be prevented by keen business judgment on the part of investing officers. The financial strain on college incomes has increased greatly during the period of inflation and enlarged enrollments.

Charitable trusts that purport to exist for the sake of aiding colleges, hospitals and churches are so little regulated that not a few of them amount to rackets. They offer an all too easy way for corporations to escape taxation. They ought to be and will be curbed.

But educational institutions that use their income entirely for educational and research needs, should be permitted to enjoy their freedom from federal seizure of any portion of their incomes.

WASTEFUL AMERICA

Schools can frequently profit from the experience of persons outside the teaching profession. Take the matter of conservation. Mr. Roberts Mann has charge of some sixty square miles of state preserves in Cook County, Illinois. Faced with the problem of saving those public lands from the destructive hands of tourists and campers, he launched a campaign of education, in the course of which he soon discovered that nobody cares about conservation in the abstract, but that almost anybody can become interested in the subject when presented in terms of specifics about birds, snakes, flowers, small forest animals, insects and trees. So he has gone on the radio as Uncle Ezra with weekly talks about such living things. He has issued scores of informative pamphlets. He has provided pictures and lectures for school assemblies. First he whets the curiosity. Then he tells interesting facts. Finally he puts across the idea that wild life in general needs to be respected — and indeed protected — not merely by laws and hired servants of the public but also by all citizens who enjoy the out-of-doors.

Now somebody within the educational framework should develop a means of teaching children to respect and preserve the public property which they handle daily in and around the school.

Shall it be done by interesting them in the manufacture of paper, books, wall paint, statues, athletic apparatus and all the appurtenances they take for granted? And shall they be shown the cost of all such things — of cleaning and maintaining school property, of new buildings — and how all these costs affect the taxpayers, meaning everybody?

Maybe this is a good approach and maybe not.

Wastefulness is an American habit, but nothing to be proud of. It is a sign of national immaturity.

TEACHER, HOW'S YOUR MENTAL HEALTH?

ANNA C. WILLIAMS
Central High School,
Kalamazoo, Michigan

Psychologists aren't telling us anything new when they say that frustrated, neurotic teachers are producing a generation of frustrated, neurotic young people. We have known for years that the radiantly alive, well-adjusted, happy teacher makes the best class room. Happiness and flexibility of mind seem to go together. Nine times out of ten, the teacher who can either overlook or successfully handle the petty annoyances of the classroom and the shortcomings of her pupils is the one whose life is filled with the joy of living. Now the joy of living comes from many things, it's true, but primarily it comes from satisfactions derived from a well-rounded, normal adjustment to physical livingness. Life wasn't intended to be lived alone in a one-room apartment, or even with another bachelor girl in a two-room affair. God's world isn't cramped into limitation or narrowness of existence, nor should our human world be meanly circumscribed. Isn't it because teachers so often are deprived by design, chance, or ignorance of the natural channels of normal living that they can be accused of being frustrated and neurotic?

What do we see in the average school? In contrast to the hundreds or thousands of radiant, alert, expectant young faces, we see the thwarted, pinched, and bitter faces of too many of the teachers. These tragic faces, these crushed personalities are haunting, not only for the owners themselves, but also for the effects they are bound to have on pupils. Various related questions pound at the door of my mind to be answered: Can't this situation be changed? How can it be changed? What can be done about it? The discussion and suggestions offered here are admittedly fragmentary. Will educators or other interested persons who are better qualified propose solutions to these questions and help attack one of the most urgent problems in education? It seems to me that this problem is the *real* challenge to the profession. If a teacher has good mental health, she or he would not be guilty of the unprofessional conduct mentioned by Maurice Ross in his article, "A Challenge to the Profession." 1

When we set out to examine any situation, we usually look first to causes. What are some of the causes of a frustrated, neurotic person, man or woman? Psychiatrists tell us that a continued block of the desires that every normal human being has causes this feeling of frustration. However, the feeling of frustration is not always recognized for what it is, so that it can be understood and handled sensibly. Therefore, instead of trying to solve the problem through sublimation, intelligently planned, or by some other satisfactory means, the unfortunate individual either sinks into attitudes of despair or takes out his vengeance on others. Sometimes it is both, and with teachers there is an ever-ready outlet for their feelings — their pupils.

Why do teachers in particular have natural desires blocked with such far-reaching results? First of all, of course, is what a former friend used to call the "educational veil" that women teachers have to take in many communities. Women teachers do not have the freedom to mingle with men or to invite them to their homes that business women have. Marriage which should make a broader, better-balanced person — and if this is followed by motherhood, it is even more true — usually means the end of their teaching career. That song says it perfectly: "Ah, it's love and love alone the world is seeking", and when this is denied to the normal person, great indeed are the adjustments which must be made before one can develop the lightness of heart which laughs at paper wads and frequent zeros. Perhaps no other group of women as a whole lead such self-sacrificing lives caring for relatives —often needlessly when other arrangements could be made — often of necessity for financial reasons. Men teachers seem freer, more likely to have married and, in general, seem to be happily married if their placid expressions are any indication. Some of the finest homes, in the real sense of the word, that I have known have been those of men teachers, though that is not to say that all those I have known have reached this pinnacle.

Women teachers are also highly restricted as to conduct, dress, and recreation in many communities. I have known edicts of, "No make-up; no dancing or card playing; no smoking; no theatre; no church except 'ours'; and no silk dress." You probably know of others. Such constraint is actually a situation of national importance and was given as one of the serious reasons for the present teacher shortage. Low salaries are also the cause of many

teacher limitations. How *can* they have or do the things they desire when there is hardly enough money to buy the necessities? How can they dress attractively, even if there are no restrictions; or travel; or entertain; or go to the theatre or to concerts; or support dependents without great personal sacrifice; or enrich their lives with books, university study, work-shops, or hobbies?

Turning to the question of what to do about it, each cause suggests within itself a remedy to some extent; but that is not to say that it is easy to bring about the remedy. For instance, high salaries would relieve the economic problems, but where are many communities to find the resources to make this possible? Is Federal Aid the answer? The ban against married women teachers could be lifted in every community; but even here, there are phases of the problem remaining to be worked out satisfactorily to all concerned; for instance, provisions for leave of absence during pregnancy. Isn't it clear, however, that the roots of a large part of teachers' frustrated, neurotic behavior are located within the limitations placed upon the profession? Communities could and should be well-informed on the necessary conditions for mental health so that teachers would have the freedom to live normal lives. This situation is being remedied slowly but surely in many places; by leaps and bounds in others. Most teachers do not want license to lead irregular lives. They are about as decent and high-minded citizens as you will find anywhere, and are deserving of being trusted more than they customarily are.

Are teachers doing all they can to help themselves maintain good mental health? Suggestions by the dozen are available in books from *Live Alone and Like It* and *Life Begins at Forty* to more scholarly studies on applied psychology. A different approach can be found in such books as *On Being a Real Person* and *Peace of Mind*. Does the joy of living have spiritual as well as physical requisites? Many people believe that it does have. Here is an individual matter, but one that is being given increasing attention in secular affairs. Periodical literature often contains articles on personal development and kindred topics, though it may be necessary to wade carefully in order to avoid spurious shoals. Are teachers analyzing themselves, appraising the state of their mental health, learning how to eschew or eradicate neuroticism and frustration?

For the very fact that it is so hard for us to see ourselves as others see us, to analyze ourselves correctly, and to find the satisfactory solutions to our problems, I would like to raise a further question. Why isn't this subject of enough importance to have professional help given to teachers? Industry seems to be ahead of education in the matter of providing personnel directors for employees. Probably many supervisors of education act in this capacity more than we realize. I know more than one fine supervisor who daily helps members of her staff to solve problems of personal adjustment. Should such assistance to teachers be extended to include the services of trained psychiatrists? Should teachers be required to have mental health as well as physical health examinations at periodic intervals? Haven't psychosomatic discoveries proved beyond doubt the close connection between mental health and physical health? Numbers of school boards and administrators must already understand the consequences of poor mental health among teachers, and would undoubtedly apply corrective measures if the necessary funds for trained personnel were available. But how would teachers themselves react to such assistance? Would we accept it gratefully? Would we accept it at all? It seems to me that I would be so glad to live more abundantly that I would catch at any proffered straw; I have never "enjoyed" ill health though I've had my share, and somehow I've always been pretty keen on noticing when I wasn't getting along as well as the next person. Perhaps I'm funny that way. As I see it, the job would be to show teachers the vast benefits to be derived from trained, scientific help for mental health problems. When teachers really see this, all the opposition that might develop from tenure attitudes, union programs, or over-solicitous teachers' clubs would be unable to prevent them from securing needed help through a program of consultations and regular check-ups.

Are these ideas only a dream, or may we someday in the not-too-distant future see our school staffed by well-adjusted, normal, happy teachers? Is this too much to ask of school boards, of communities, and of the teachers themselves? Is it too high a price to pay for generations of normal, well-adjusted, happy young people?

Apologia: Humble and sincere tribute is paid here to the teachers — and their name is legion — who daily demonstrate that they have found for themselves the secrets of good mental health, and who never project their frustrations, if they do have any, into the lives of their pupils. As the little boy remarked, "My teacher isn't exactly beautiful, but she's awfully nice, and she sure does learn me my arithmetic!" You simply can't have very poor mental health when your pupils say that you are "awfully nice."

1. Ross, Maurice James. "A Challenge to the Profession," THE JOURNAL OF EDUCATION, October, 1948. pp. 214-216.

SELF-HELP FOR BETTER TEACHING

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What do you do when you teach? The common answer to this question is: You put the subject-matter across. Ask the same question of a random sampling of experienced teachers and the idea given is about the same although dressed up in different vocabularies. Ask a series of question. Why do we have teachers? What does a teacher do to earn his salary? Could we get along without teachers? Our final question might be: What *should* a teacher do when he teaches? Answer to all of these questions usually contain the idea of putting the subject across.

There is nothing tricky or mysterious about teaching. It is purely a part of the world's work. It may be a little more complicated than some other phases of work or it may be less difficult. At any rate, it is something that society wants done and done well.

In general, what does a teacher do when he does a good job of teaching for society? The answer must not be vague or conjectural — it must be full and right.

Are there guides which can keep teaching headed in the right general direction? Can we discover the underlying fundamentals that constitute good instruction anywhere and everywhere?

After a careful analysis of sixteen modern publications dealing with methods of teaching and educational psychology, the authors grouped, to the best of their ability, the ideas and findings and conclusions under ten major responsibilities of classroom teachers. In other words, the content of the books seemed to point unmistakably towards gaining effectiveness in fulfilling these ten broad, essential and inclusive obligations of instructors. On the basis of the findings, ten guides were formulated. These guides give a general sense of direction and wholeness to the work of a teacher; they serve as a framework for improving the science and the art of teaching.

(1) *The most worth-while objectives should be kept in mind by both teacher and pupils.* Teaching must be judged good or poor on the basis of its aims. Too often only one or two kinds of objectives may be stressed, such as facts or skills, but for the whole development of pupils it is necessary to foster the growth of personal traits and qualities — reasoning processes, applications, health habits, understandings, appreciations, attitudes and ideals. Give each kind of development its appropriate emphasis. Life has many sides and needs.

(2) *Pupils learn only through self-activity.* Often this guide is violated because the teacher himself unknowingly does too much for pupils. Pupils must work for their education; they can not buy it, they must try for it.

(3) *The appropriate type or types of learning should be used.* Types of learning are usually listed as sensory, memory, motor, problem-solving and emotional. Invariably two or more of these types are employed in attaining the simplest objectives. Using only the memory type to attain each and every objective is a serious weakness in much teaching. Stimulation of the proper types while guiding learning is one major responsibility of all teachers.

(4) *Learning should lead gradually to broader and deeper unification.* This guide points out the importance of gaining wider and deeper associations, relationships, understandings and insights until growth in some particular aspect has been achieved. So often learning is judged in terms of the accumulation of facts or parts; on the contrary, learning should be evaluated in terms of wholes or structures. One should not, to use an analogy, think of piles of sand, bricks, shingles, boards and cement blocks scattered around on a lot as important in themselves, but he should see the house as constructed out of the separate materials. As the house has purpose and meaning so must learnings be welded into a whole that has purpose and significance.

(5) *The direct attack in teaching and learning is most economical and effective.* Geometry shows that a straight line is the shortest distance between two points. Psychology tells us that learning is better if one drives straight for an objective. This means that indirect attacks or detours are likely to be ineffective or to lead to loss of direction and purpose. One may learn the rules of grammar without applying them; he may memorize the qualities of a good citizen without becoming a good citizen. Drive straight for the ends you expect pupils to gain. All extraneous and circuitous effort should be elim-

inated. We learn what we set out to learn.

(6) *Pupils who want to learn are better learners.* Desire to learn depends most upon the value pupils see in their work. Objectives of worth are eagerly sought; these in turn come from interests and needs and should be closely and meaningfully related to the present and future responsibilities of life. The right kind of teaching, the personal traits of the teacher, and success in learning are examples of forces found effective in arousing the desire to put forth effort.

(7) *Teaching should make provisions for individual differences.* A teacher should find out what differences exist among pupils in his class, and then he should plan means to care, in so far as possible, for these variations. This guide demands thoughtful consideration because it is difficult to carry out to any high degree in the daily rush of classroom demands.

(8) *Teaching involves the discovery and the corrective treatment of difficulties in learning.* "I was not able to work it", "I could not understand it", and "I tried, but I could not get it" are confessions made by pupils in classrooms everywhere. These expressions are distress signals; they denote that learning is beset with obstacles. At these places diagnosis and careful additional teaching are necessary.

Bear in mind that you were a pupil at one time. What troubled you? How did you overcome the difficulty? A sympathetic and scientific attitude will be a great asset in helping others in their journey along the path of knowledge, appreciation, understanding and insight.

(9) *The classroom environment should be conducive to pleasant and effective learning.* Environment is composed of the physical and human factors that influence learning. Physical factors include such conditions as lighting, heating and ventilation while human factors are the inspirational, emotional, moral and spiritual effects of one person upon another. Growth in all phases is nurtured and strengthened by living in the right human environment. A significant part of this environment is the teacher. Pupils work better if the human atmosphere in the classroom is strong in enthusiasm, vigor, sympathy, fair play, patience and consideration.

(10) *The effectiveness of teaching should be evaluated.* Effectiveness of teaching must be judged in terms of the abilities gained by pupils. In short, learning must make a difference. These differences will depend upon the aims set up as most worth while. Results obtained from an evaluation of teaching depend largely upon the maximum fulfillment of the other nine guides. Evaluation helps to gauge the amount of growth in learners; it does not produce that growth.

"Hitch your wagon to a star" is a bit of inspirational philosophy. The idea encourages one to aim high, to gain direction, to go forward even though the ways and means may not be specific or even known. To be going in the right direction is, however, highly necessary and comforting. The ten guides point the way to sound and lofty ground in teaching.

My Teaching Is Easier Because . . .

I believe that students learn more easily when the spirit of fun permeates a classroom. As teachers, we are inclined to take ourselves too seriously. We forget that we were born human beings long before we became teachers, and that teaching does not necessitate the repudiation of all human qualities.

I decided to encourage the spirit of fun in my classes by giving my own sense of humor a daily workout. There are endless opportunities in any day for this. Instead of registering disapproval when Nancy slyly tried to pass a note to Jo Anne, I gave in to an urge to say, "Jo Anne, Nancy is trying to slip you a note. Hurry and grab it before she has a nervous break-down or before she is caught." The startled expressions of the two and the hearty laughs from the class at their embarrassment made their note-writing a zestless activity. Best of all, there were no dregs of resentment afterwards.

When bleary-eyed Roger dozed during a discussion, there was an appeal to the class as to whether or not we should let him sleep. The subsequent razzing of Roger by the students on the hours he kept did him as much good as the old-time disapproval, even though we permitted him to nap in the back of the room that day.

Whether or not this type of reaction to common situations pays lasting dividends to the students, I cannot know. There is, however, some satisfaction in the varied versions of a familiar statement from my students, "We had fun in your classes, and we also learned something".

LISBETH S. JENSEN, *South High School, Minneapolis, Minnesota*

HOW EFFICIENT ARE OUR SCHOOLS?

LINDLY C. BAXTER
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The American people have become aware of the need of spending more money for education. Yet there is no indication that any revolutionary development in the support of education is about to occur.

There arises, and possibly rightly so, a question as to the effectiveness of our schools. Some people point out that children are not as well equipped in the tool subjects as they were formerly. In fact, certain elements in New Jersey believe that an investigation should be made into that state's school system to see where the money goes and how effective its education is. They want the state legislature to appropriate 100,000 dollars for that purpose. This expense seems pretty high, but I doubt if many people in the state would object to a survey, provided it were properly conducted.

Some time ago I sat next to a personnel director of a small industry. In the course of our conversation he asked me why it was that so many high school graduates were unable to add a simple column of figures. It seemed that he had recently hired a high school boy to do some light manual labor about the plant. In the course of the interview the boy had been exposed to a test in the tool subjects and his scores had not been impressive. I asked the industrialist what the test had to do with the work the boy was being hired to do. He admitted that it had very little. I also inquired about what course the boy had taken and he was unable to say. This little incident only goes to show how many people do not recognize what has happened to our schools in the past twenty years.

Twenty years ago our schools were really designed for those children who were the "cream of the crop" in mental ability. Every one is familiar with the old joke about staying in the third grade until the child has grown to be a man. In a sense, THAT IS NO JOKE. Children were kept in a grade sometimes three or four years. As for high school, a pupil who could not do an old fashioned papering problem or read the classics with ease, or write an acceptable business letter, stood little chance of entering the high school's sacred portals. High schools were for the most part preparatory schools for college, supported by the tax moneys of all the people. Still only a small portion of the boys and girls graduating ever entered college. How such a school ever succeeded in winning the support of the citizens of this country is hard to understand unless one realizes that to become a college graduate was considered a very great distinction. In those dear, dead days to which our critics seem only too anxious to return, a pupil in grammar school who was unable to assimilate the tool subjects was "left back" until at last he reached the age of fourteen whereupon, he was allowed, and in many cases urged, to secure a job and quit school. Few of these duller children ever got beyond the sixth grade.

To enter high school a pupil had to pass a state examination. Not only must he obtain an average of seventy-five (what ever that means, just try to find out sometime), but he must pass each and every subject. I recall that one year when teaching the eighth grade the state examination in spelling must have been compiled by a lexicographer for many of my class did not pass it. As a result these children were compelled to return to the eighth grade to repeat that subject, in spite of the fact that several of them were much above the average in other subjects.

As a result of such experiences it was a foolish teacher who did not teach for the examination. Application of the material taught didn't worry any one very much, but the drill was important. Teachers spent countless hours using every device conceivable to help their pupils retain the facts. This everlasting drill did produce some high scores and the median or average scores of those classes were mighty good in arithmetic, English and all the other subjects. Why shouldn't they have been? The teachers were working with those children who had *survived* education up to that point. But just because a pupil was successful in reaching high school was no guarantee that he would survive that four year ordeal.

I believe that my own high school was quite typical of the times. I attended a small country high which taught nothing except a college preparatory course. There were twenty in the freshman class, but only six of us graduated.

Now I have no doubt that our critics are right when they contend that the average pupil is not as well prepared in the tool subjects as

were those of twenty years ago, at least in the factual material. If we compare our best students of the present, those who would have gotten into high school at any time, then I am not so sure, in fact I would be inclined to take a chance with the modern student. At least I am sure that our students in the present schools are more capable of applying what they have acquired than were those of the old school.

Now why have we come to the time that our schools are accused of not teaching effectively? During the years following the first World War certain leaders in education, backed by the findings of the psychologists, began to advocate the promotion of the less able pupils through school on the theory that although this type of pupil could not learn satisfactorily the great mass of material to which he was exposed, he would at least absorb something, would acquire social competency from association with his own age group and would gain at least a taste of the satisfaction that comes with apparent success. Then during the depression child labor began to compete with adult labor in the market and states passed child labor and compulsory education laws. This, of course, forced pupils with less ability to stay in school longer.

About this time a new philosophy developed which advanced the idea that high schools were public schools supported by all the people and therefore all the people's children had a right to attend and get all they were able to absorb. This meant that high schools had to revamp their courses and develop academic, business, practical arts, and general courses. High school teachers, accustomed to dealing with only the better students, were horrified by this psychology. Our critics today are still dreaming of those good old days when by passing his eighth grade examinations with *HIGH MARKS* the pupil assumed the white wings of superiority and leaving his "*dumb*" companions he sailed gracefully over the barriers surrounding the high school and took his rightful place among the elite, letting the parents of his former "dumb" companions help support his superiority with their taxes.

As I have stated, few of us would fear an investigation of our schools if we were assured that such investigation would be carried on by those who recognize the new philosophies of education. To carry on an investigation into the achievement of our pupils in the tool subjects without regard to the aforementioned changes would not be fair. There are too many valuable outcomes being developed in our schools today to be overlooked when one studies the efficiency of our educational system.

My friend, the industrialist, missed several of those points. The boy he hired may have been one of those slower children. He should therefore have inquired into the course from which the boy graduated before he arrived at his sweeping conclusion on all high school students. He should have tested him, if testing is the proper method of selecting employees, along the lines for which he was hiring.

Let us consider some of these things which educators have come to regard as equally important in education with the ability to use the tool subjects.

We are constantly hearing the theory that if we wish to avoid another war we must teach people how to live and work with one another; we must teach them how to use the knowledge they acquire to advantage in dealing with their fellowmen. Many of us are convinced that our schools should teach human relationship courses in an effort to lead students to see the importance of proper dealings between individuals within the family circle in an effort to combat the rising divorce rate. The state of Delaware has adopted a course of study among students which is an attempt to teach pupils to understand themselves, their own fears, worries and problems This is certainly a step which more of our schools should undertake. It is not surprising that we have done so much in our mechanical advancement in this country, but have made little attempt to develop our citizens psychologically? We have to a great degree emphasized the scientific to the neglect of the spiritual and ethical values.

Now I know that it is pretty hard to be specific and to show actual scores of any sort indicating our accomplishments in this newer approach to education. That, of course, is one reason why our critics will want to stick to the investigation of the effectiveness of our teaching the tool subjects. However, there are examples which will illustrate our point.

Some years ago, we graduated into high school a little girl whose parents were typical immigrant Russians. Russian was the only language spoken at home. She came to school dressed like her compatriots across the seas. She had a very low ability in school work. She could draw very well and her penmanship was beautiful, but otherwise she was apparently hopeless. Four years later that girl graduated from high school. Now she was fully Americanized, her dresses, which she had learned to make, her hair, her make up, her very movement had changed. She was a confident, nice looking American girl. She has held several good positions since then, one of which was modeling. During the recent war she worked in one of the largest arsenals in the country. Was that worth while? Think what a loss it would have been had the girl been refused promotion.

In our sixth grade class two pupils were assigned to work together on a project in social science. One of the girls has difficulty in such situations. She is unable to get along with other girls when working in such close relationship. The mother of the girl, like the other critics of the schools, could see no advantage in this co-operation and so sent to school materials for her daughter to use so that she would not be compelled to work with the other girl. The teacher knew the girl's difficulty and was carefully watching the project to see its outcome both for social science learning and personal relationship. She refused to let the project become a divided undertaking. Later in discussing the project with the parent, the mother remarked that she didn't care about her daughter being able to get along with others; she was only interested in her learning reading, writing and arithmetic.

What we need in this country is better education for our critics of education.

JUNIOR HIGH SCHOOL CLUBS

GERALD E. NORD
Principal, Franklin Junior High School
New Castle, Pennsylvania

Pupil activity is recognized as a proper function of the junior high school. Youngsters of adolescent age like to play games, enjoy group participation in creative hand-operations, and find much pleasure and stimulation in auditorium and stage events which they themselves develop.

For many years, Ben Franklin Junior High School has sponsored a full club program. The school has been fortunate in getting about 75% participation on the part of both pupils and faculty each year. This means that from 750 to 1000 pupils are engaged in some type of activity, once each week, for 50 minutes, with the aid of about 30 or 35 teacher advisors.

What do we do with the pupils and teachers not involved in a club? The answer is simple. Students who do not choose to take part in the club program are assigned study rooms, under the supervision of the teachers who also do not, for one reason or another, care to have any club responsibility.

How do we eliminate artificiality in the conduct of the program in Franklin School? First of all, no student is forced to belong to a club. If he does wish to become affiliated, he selects the club he wants by signifying his desire on specially-prepared blanks. The club program director has charge of listing clubs which teachers and pupils alike may desire to try out for the year. Sometimes class-room work is the nucleus out of which arises a desire for special activity in club form. This makes it easy to get members and a teacher sponsor. The program director, if he or she is adept, will in advance have possible clubs and teacher sponsors available for pupil selection. More often than not students themselves ask for certain clubs.

As to the period for clubs, may we say that school time is best. Franklin has a daily seventh period which is devoted to varying kinds of special events. Monday's is set aside for clubs. Tuesday's is used for home room activity and special subject study emphasis. Wednesday's is concerned with guidance. Thursday is assembly day, and Friday is the day for home room seventh period programs, or parties (on special holidays, etc.)

Listed herewith are some of the clubs sponsored by Ben Franklin's teachers and pupils: group singing, knitting club, checkers club, ping pong club, scrap book club, stamp and coin clubs, current events club, girl reserves, Hi-Y, boy's swimming club, girls' swimming club, tumbling club, dramatics club, home nursing club, Y-teens, sub-deb club, weaving club, twirling club (majorettes), crochet club, handicraft club.

Some of the groups do worthwhile jobs beneficial to others. For example, the Scrap Book Club is making scrap books for presentation to veterans in the Deshon General Hospital for Veterans at nearby Butler, Pa. The Girl Reserves and Hi-Y Groups, the Dramatics Club, and Home Nursing girls, all work for others, besides providing enjoyment for themselves.

One of the finest clubs we have had has functioned for about five years now. It is the Singing Club. This group meets in the auditorium, usually numbers about four or five hundred student members, and has from five to eight faculty advisors. Membership is predicated only upon a student's desire for singing. If

he likes to sing popular songs he is eligible. Each club day, this group sings the current popular songs. The song leader is one of the faculty who enjoys singing himself, and likes to get pupils to sing. The pianist is usually another teacher, but may be a student. This is one of the school's most popular clubs. It is also one of the most wholesome types of student activity. It is gratifying to visit this club, and listen to the rollicking, rousing, tuneful way in which the youngsters sing. There is nothing more inspirational than large numbers of teen-agers engaged in song, for the pure joy of singing. And here is an outlet for the uninhibited singing of good popular music apart from the more formal instruction in other music forms in choral or instrumental class groups.

Is a club program worth while? Does it have a place in modern education? We here at Franklin sincerely believe that it does.

NEWSPAPER AS COMMUNITY PROJECT

MARGERY WELLS STEER

On an October morning in 1946 the people who stopped at the post office in a certain Ohio village found in their mailboxes a small mimeographed bulletin addressed "Boxholder"; on the same morning all the families on the rural routes received the same piece of mail. There was nothing dramatic about the little circular. It might easily have been mistaken for advertising or for a pre-election, vote-for-me message. Many copies doubtless reached the wastebaskets of the township unread, and even the citizens who read it through may not have given its contents a second thought. Yet the distribution of this unassuming little folder marked the beginning of an experiment in democratic action on the community level. It was the first issue of a home talent newspaper dedicated to better community citizenship.

One year later *TOWNSHIP TOPICS* printed the following descriptive verse in its first anniversary issue:

"It's the Party Line
The Town Grapevine
Community Loudspeaker
Broadcasting news
Citizen's Soapbox
For airing of views
Neighborhood bureau
Of straight Information
Sometimes a bureau
Of Investigation.
Twelve times we've dug up township news
Twelve times we've put it down
Twelve times we've licked eight hundred stamps
And mailed it through the town.
Twelve time reported jobs well done
And civic headaches, too,
And advertised the bargains
Local merchants have for you.
The TOPICS' circulation.
Simply cannot grow
Each family in the township
Gets it free, you know."

This project, officially sponsored by two cooperating civic groups, the Community Men's Club and the School Mothers' Club, and financed by advertising from local business people, had thus brought to about eight hundred families authentic news about events and issues of community-wide interest. It was reported that village children had been heard to bring an argument to an abrupt close with the statement, "It *is so*. It said so in TOWNSHIP TOPICS." Two volunteers editors, one from each of the sponsoring organizations, together with a dozen or more helpers who have assisted with special assignments, have tried to include in the paper both information and inspiration. Out of the headlines — random pieces of the community jigsaw puzzle — can be constructed a candid picture of life in a small American community. The citizen, as he scans his TOPICS, finds such items as the following: Reports of action taken by township trustees, school board, Men's Club, Mothers' Club; school news and announcements; notices from the public library; a calendar of coming events; summary of a recreation survey conducted in the high school; discussion of public issues such as strip-mining, soil conservation, zoning; statements from candidates for local offices; items of township history; letters to the editor; thoughts concerning the religious life of the community; stories of what other progressive communities are doing; reports of conferences and institutes dealing with small community problems. The long and varied list includes success stories, such as the cooperative effort which brought the community its library, but it in-

cludes also such evidence of failure as the sad little headline, "Community Chorus Fails through Lack of Support."

There are many publications devoted to furthering the interests of special community groups — the church, the school, farm organizations, and others — but this one is focused on the community *as a whole*. E. B. White reports that one misplaced letter in a news dispatch caused the United Nations to become the Untied Nations. Many a small community is indeed an *untied* community. Assorted organizations carry on separate and soverign programs which often conflict and compete with one another. The need for some kind of uniting bond is urgent. TOWNSHIP TOPICS is an attempt to meet this need.

The school can easily become another such uniting force. In most rural communities all roads lead to the schoolhouse. It commands the interest and the support of more people than any other single community institution. As the one room school served an earlier generation as social center, so the modern rural school can serve its larger area as a community center and as a coordinating agency concerned with education, recreation, and all phases of the community life of the people. A good school helps to produce a good community. A good community makes possible a good school. School and community are partners in the task of teaching personal values and the ideals of cooperative group living. Separated they become ineffective; united they re-inforce and strengthen one another.

It is for this reason that an experiment like TOWNSHIP TOPICS concerns teachers. It is not merely an isolated incident in the life of one little village but is rather a symbol of the democratic right to know, to commend, to criticize, and the obligation to be an alert, responsible citizen of the local community. While in the community described the experiment was carried on outside the school by adults, in others it might well be undertaken as a school project in citizenship. Carried on in this way, it might prove helpful to both school and community by relating the school's program and its pupils more closely to community life. School administrators lie awake nights devising means of encouraging public understanding of the purposes and problems of the school. Young people frequently wish they might state their point of view on community issues to their elders. Teachers of English often rack their brains for themes which will challenge students to do creative writing and instructors in the social studies for methods of bringing life and zest into the classroom. A community newspaper project might serve all these purposes. Students engaged in studying, reporting, and publishing the story of life in the home community are not merely playing with a hobby. They are receiving training for democratic living.

A cooperative project of this kind will not have all smooth sailing. It may snag on financial rocks. Volunteer workers may find they cannot continue to spend the necessary time or may decide that the results do not justify the effort. School sponsorship would reduce some of these dangers. Results, in terms of community improvement and progress may not be immediate, obvious, or dramatic. The life of a small community is a continued story which proceeds at a leisurely pace, but the events in today's installment may have unforeseen consequences in future chapters. It is in that faith that one small community group tried an experimental newspaper. It is in that faith that all education carries on.

BE KIND TO VISITORS

HEBER H. RYAN
Assistant Commissioner of Education
New Jersey State Department

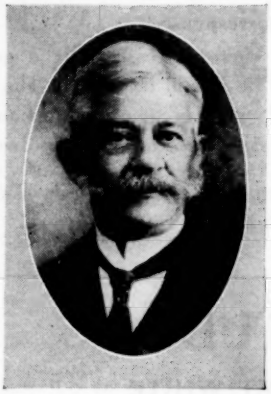
There is one phase of public relations which it is easy to take too lightly — the contact between the visitor and the school office or the office and the administrator.

Often the visitor is a stranger; sometimes he is unfamiliar with the organization of an office; sometimes he is still cowed by memories of childhood trips to the high school principal's office. In most cases he is, in one way or another, at a disadvantage. We who haunt such places have trouble sometimes in understanding this frame of mind.

The visitor comes in, edges up to the counter, and looks timidly about. The office force is busy. One girl is copying a badly mangled budget. Another is cursing the Form A Report to the Secondary Division. A third has been for ten minutes submerged in a filing cabinet, hunting for a letter which she is sure she handed to the Boss yesterday. Now, when she comes up for air, here, standing at the counter, is a wholly unwarranted interruption.

(There, my dear, is a shining opportunity for the triumph of breeding over circumstance. That is the point at which you approach the visitor with eager step, convincing him by word and deed and facial expression that he represents the crowning event of the day so far.)

It is fair to expect that in any office there will be at any moment



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Miles C. Holden, President Springfield, Massachusetts

during office hours someone who assumes the responsibilities of the receptionist; that this person will stand to address the visitor, put him at ease promptly, and get his errand under way. If the visitor must sit and wait, perhaps he would enjoy looking at the school's latest yearbook.

The practice which some schools follow, of having a student seated in the corridor near the front door, seems generally commendable. The receptionist function which he performs is helpful to the visitor, and it gives the student a chance to develop some social graces.

The infrequent visitor who comes in to throw his weight around need not spoil the reception customarily offered his betters. Even he may sooner or later learn something from a polite response.

The visitor is essentially a guest, and so he should be treated. The fact that in many cases he is a stockholder in the enterprise adds to his due.

Reprinted from New Jersey Education Bulletin.

EXPERIMENT IN LANGUAGE STUDY

EMILIE MARGARET WHITE
Head, Foreign Language Department
Washington, D. C., Public Schools

The keen interest and active participation in foreign language study which followed the wide-spread publicity of the results of the Army Specialized Training Program seems to be abating somewhat. And that is too bad, for in the kind of world in which we live, the ordinary business man, as well as the politician, the diplomat or the traveler, is going to have greatly increased opportunities for face-to-face contacts with persons who speak another language. That individual is blind to the facts and to their implications who argues that all the world learns English and that Americans have no need to learn other languages. In business, the advantage is always to the one who speaks the other's language, and in international relations, there is no advantage to any one unless we can do that literally as well as figuratively.

But the public, young and adult, needs to be convinced that language learning is a possible and can be a pleasurable process for just ordinary folks and that the end of the process for them will be something useful. As language teachers, too many of us have proceeded on the thesis that we must "cover the grammar" and that all students should strive toward the same academic goals. Nothing could be more fallacious.

The very derivation of the word *language* indicates that one should do something about it with his tongue. And the simple truth is that a beginning course which lays stress on careful guidance in the use of the tongue and the correlated one of the ear seems to be more favorable basis for the later development of academic linguistic skills than is the one which purports to be "academic" from the start. The sooner this fact is recognized, the more readily will the public be convinced that foreign language study is both possible and desirable.

In Washington, we are doing some experimenting. When boys were facing immediate induction into the armed services and probable service overseas in 1943, '44 and '45, we offered to those in the last semester of the senior year a "pre-induction" course in French, German or Spanish. The sole purpose of this course was to equip these boys to take care of themselves linguistically in the most common ordinary or emergency life situations in which they might find themselves by teaching them basic sentences for asking directions, getting food, shelter or clothing, telling the doctor "where it hurts" etc. Even the lowest IQ's learned something that they could use and the approbation of students convinced us that the offering was worthwhile.

In 1946, when a new Superintendent of Schools came to Washington, we were anxious to learn how he felt about language teaching and to have him know what our own philosophy was. We found him strongly of the opinion that a great many more pupils would be studying foreign languages if there were not such a wide-spread impression that "languages are hard" and that "you can't do anything with them when you've learned them". Encouraged by his support, we launched our peacetime experiment, which is now in its second year.

Selecting teachers who had volunteered for the experiment we are conducting it in two German and two Spanish classes. French is not included because a modification of the same idea was already in progress in two classes.

Our hypothesis is simply that the initial introduction to language study should be through material selected for content value and not for its orderly development of grammatical

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concepts. The important thing seems to us to be that pupils shall learn at once to understand what is said to them in the foreign language about topics of which they would normally be talking in English and to express their own ideas about these topics in the language, rather than that they be proceeding in orderly sequence from the definite to the indefinite article to the conjugation of the present tense, etc. They will learn these things, of course, and will learn them thoroughly, because there are constant and varied drills, oral and written, to drive them home. They will also learn such subjunctive forms as "I would like," "could you" perhaps as early as the third or fourth lesson because they are needed to say what the pupils want to express. No one tells them that they are subjunctives and the forms cause no difficulties because they are learned merely as vocabulary.

Grammar concepts and correct usage are taught and taught thoroughly but the presentation is entirely functional. The topic is taught and drilled to make it stick when it is needed to understand or to express an idea, not when traditional presentation says that "now is the time". In the course of the beginning semester it is amazing to see the extent of vocabulary and idiiom which is active and can be used with acceptable correctness, because the emphasis is on the expression of ideas which have meaning for students and not on the buildup of grammatical knowledge *per se*. Test results are gratifying. Pupil satisfaction may be gauged by the enthusiastic, amusingly ambiguous remark of one boy, who said, "I've learned more German in this one semester than I did in two whole years of Spanish."

It is too early yet to draw definite conclusions. Possibly one semester of this type of approach may be sufficient to prepare pupils for a natural transition to the more orthodox type of course. Possibly continuing students should be channeled into two different types of courses in accordance with their individual tastes and needs, one the traditional academic course leading to the study of literature and/or linguistics, and the other emphasizing the current practical use of the language, with reading and conversation based on the study of foreign language newspapers and magazines. Certainly there is the big question about how to get the most desirable kind of text materials needed for this method of approach. We have found — or made for ourselves — usable materials and we have faith

that, as our needs develop, the texts to meet them will be developed.

The conclusion to which the experiment does seem clearly to point is this. The serious student of language loses nothing — rather he seems to gain something — from this type of beginning course, for test results indicate increased language power in continuing classes. At the same time the student whose major interest is in some other field or the one who is less academically minded approaches language study with greater interest and a more assured hope of success and surely it is the responsibility of the school of today to provide for the language needs of all types of pupils, if foreign languages are to perform their manifest function of helping men to understand each other, as they must if they are to survive.

THE ANSWER SWAPPERS

SESSION TEN

Burlington's Radio Lab

Burlington High School is said to have one of the best equipped radio laboratories of any school its size in the country.

The laboratory has been developed by a class of senior boys around Army-Navy surplus equipment which originally cost more than $25,000 but cost the Board of Education only the price of transportation.

The workshop is located in the basement of the Robert Stacy Junior School, where a course in "Elements of Radio" is taught to 26 senior boys. The course, introduced for pre-induction purposes, was originally taught in the physics room of the high school. Crowded conditions necessitated removal to a larger room. The locker room of the Stacy school was made available, work benches and electrical outlets provided and the boys took over.

First two aerial-ground systems were installed and connections made to each working place so that each pupil could operate a receiver at his work bench. Other boys converted a wooden packing case into a tool cabinet. Another group built a bookshelf for technical manuals.

Included in the surplus equipment are radio receivers, radio transmitters, a walkie-talkie, test equipment, cathode ray tubes, resisters, condensers, switches, etc. The most specialized piece of equipment is a radar transmitter and receiver.

With modifications of the available equipment, it is planned to set up a radio transmitter in the Stacy school so that communication can be carried on with other members of the class in the nearby high school.

The basic laboratory work in the course includes construction of radio receiving sets, beginning with the simple crystal set, then progressing to the one-tube receiver. These simple sets are modified and improved until a three-tube set, operating from house current, is constructed. After this ground work has been completed the pupil may branch out into other phases of construction or into simple repair work.

Other major units of equipment will be added at the rate of one a year.

LESTER S. HOLLINGER
Instructor in Science, Burlington (New Jersey) High School.

"Take-Off" for Teachers

To carry out a dynamic working program, based on a well-defined educational philosophy, it is necessary that everyone in the school system "get the word".

If the system is small enough to permit an assembly of all the employees, it's a small problem. But in the larger systems, two expedients are usually employed: 1. Have "level-meetings" — the superintendent tells the supervisors, they tell the principals, the principals tell the teachers, etc. 2. Publish the information.

Number one is only partly effective because you must allow for interpretation, forgetfulness and the regular inaccuracies of word-of-mouth communication.

In educational work, we have surrendered, for the most part, to the mimeograph and the letter press. Most educational material is black and white, flush left and right, narrow margins, single-space, and all the other things that encourage the reader to file the material under "Things I Must Be Sure to Read—Sometime".

In South Bend, Indiana an interesting departure from this tradition occurred this year when the School City published its new teacher's handbook, "Take-Off". The book is designed to answer, (before they're asked) a host of questions about the School City's policies and programs.

Printed in offset, the book is written in a light, almost breezy style. Chapter headings include catchy titles like "Dimes, Dismissing and Chatting With the Principal", "Bedlam and Blackboards" and "The Home-Room...Hearth or Hurdle"?

The subject matter attempts to scan every phase of the teacher's curiosity—how to fill out forms, how to get and keep good discipline, information on organizations, how to get along with the school clerk, when to expect paydays—there are even

comments on pancake make-up!

But more attractive than the easy reading style of the publication are illustrative cartoons spread liberally throughout the book. Each one features, as a cartoon thread, a teacher's face, ranging in emotion from consternation when she sees the wings on her paycheck to smugness when she signs the principal's book in the morning. To insure that the caricatures in the book weren't aimed at anyone in particular, the title page has a cartoon of the superintendent shaking hands with the new teacher.

This kind of publication, employing on a higher level, sound principles of visual education, has long been neglected because educators, teachers and administrators were wary of being called facetious or unpedagogical. But in South Bend, the idea gained immediate approval. Principals requested copies for *all* teachers, not just new ones. Superintendent Allen is considering application of the idea to other fields of the curriculum.

The pamphlet gained popularity because it is, above all else, readable, and what might otherwise be dull, factual information, is enlivened with a writing and illustrative style that grabs the teacher's attention and holds it until the message is put across.

The book was written by John Scott, Director of Publications and illustrated by Mrs. Scott.

DONALD A. DAKE
Director of Pupil Personnel, South Bend (Indiana) Public Schools

MOVIES AND MENTAL HEALTH

GEORGE K. MORLAN

Song and dance films, dealing with theatrical people and life on off the stage are healthful insofar as they are diverting and enjoyable, but generally they are dangerous for adolescents in one important respect. As presented in the usual rehash, the ways of the theater are alluring, exciting, and glamorous. The result is that many more boys and girls long to get behind the footlights than would wish to do so were theatrical life presented with greater fidelity. If the life of the screen and stage were portrayed as it really is, many more adolescents would be better satisfied with the everyday work of the world.

WHEN MY BABY SMILES AT ME is somewhat above the poor level of most song and dance entertainment, and life of burlesque performers is presented with some fidelity. Nevertheless, a glamorous and beautiful dancer has a very nice guy (and a very wealthy guy) propose to her. One might easily conclude that it's all pretty good fun to be in even the lowest form of the amusement world. What isn't shown is the lecherous plug uglies who are more likely to be knocking on the dressing room doors of the girls. There is a brief view of one rather dismal hotel room, but this room is beautiful in comparison to the drab rooming houses where theatrical troupes generally stay. The terrific economic insecurity, job uncertainty, the smell of dirty, cold dressing rooms, the monotony of repeated performances —these are neither glamorous nor appealing, and they are left out.

The dismal side of show business is also left out of WORDS AND MUSIC. There are moments in this lush film that rise to levels that are aesthetically satisfying, but as a picture of show business, there is the same serious distortion. Neither of

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these films is wholly unhealthy, but the stories would be just as entertaining if they were not so unrealistically glamorous.

BLONDIE'S SECRET is a film version of the popular comic strip, and has similar merits and weaknesses. Although I disliked the nauseating cuteness of the story, the audience loved it. For the majority, this film was satisfying and relaxing. There is also a minimum of morbid cruelty along with a number of appealing human touches.

If you are having housing trouble, if you are young and in love, if you are old and not wanted, if you are a student, or if you are a teacher, APARTMENT FOR PEGGY may be a tonic.

There are thought-provoking discussions about suicide, and the difficulties of college education are presented with honesty from the point of view of both student and professor. For the teacher to see his difficulties portrayed intelligently and sympathetically in a film is an exciting and satisfying experience, but the teacher is also reminded that the flighty, undignified younger generation is not only resourceful, but that it has a wisdom and sense of its own.

The disturbing fact that the struggle for a college education can contribute to dissatisfaction and marital maladjustment, and the plight of an unwanted, unneeded retired professor should stimulate people to face these problems which education and society have ducked.

THE NOTED EDUCATORS AND READING

EVA A. MOORE
Royal Oak High School
Royal Oak, Michigan

Two noted educators were speakers at an assembly in our high school a short time ago. Following their speaking was a question period. The response was poor; the audience was obviously bored. The NE's were annoyed; the faculty was ashamed of the student body which generally is most responsive.

An hour later, quite by accident, I had informal tea with the NE's. Their annoyance had disappeared; only puzzlement remained. "What was wrong with us?" they asked.

"You were over their heads," I replied.

"Over their heads? Weren't they all juniors and seniors?"

"Yes, but juniors and seniors are not as a whole group as mature as you think they are. You were talking to boys and girls two years younger than those you have as freshmen in college. What is more important, the boys and girls you talked to today will not all go to college. Over one-half of them even from a middle-class suburb like ours will not go on to school. Most of your audience today do not think about abstractions such as you were talking about today."

The NE's looked surprised. "But they read, don't they?"

"Yes, they read — the funnies, the captions in the movies, the pulp magazines, the newspaper headlines, the assigned book reports, and the textbook lessons; but you weren't talking about any of those today."

"Why don't they read more?"

Of course, over tea is no place to become statistical, but I dared to muster one fact, "They don't do the kind of reading you are thinking of because they can't. Reading to get ideas, abstract ideas, is very difficult. Most of your audience did not possess that skill."

They looked so unbelieving that I had to place one flying buttress under my statement. "Last September I was assigned 134 juniors in courses in American literature. I gave to them, as I do to all the students I teach, the Thorndike-McCall Reading Scale. The results were as they usually are for children in that grade in high school. Thirty-five children or twenty-six per cent, could read with less than 9th grade reading ability; twelve children or eight per cent, read with less than 7th grade reading ability.

"Some of the 134 could read the ideas about abstractions, but those who could were only the people with unusually high scores on the test. These high scores indicate children who are reading on college achievement level, even though they are still in high school. Students with the ability to read such abstractions make up only thirty-five per cent of my 134 students. You were talking today about what only one-third of an upper class audience would be apt to be interested in. And there is no assurance that all of the third had read in anyway to give themselves such an interest. You were all right. The audience was all right, but the telephone line between you and them, that both you and they thought should exist, was a dead wire.

I was sorry for the NE's. It is shocking to discover that large numbers of people are quite different from what one has expected and

from what one believes they should be.

They were so shocked they did not ask how I teach American literature to my students. It is not hard, unless one expects adolescents as a whole to understand and enjoy big doses of abstraction. I never had any luck teaching *Israfel* by Poe until I took the abstract idea of perfectionism and showed concretely that we all are, to some extent, perfectionists. Most of us have no intense desire to be perfect poets. Some boys know just how they wish to snap a forward pass. Some girls have felt the disillusionment of having a night of pin curls turn into something far short of an up-sweep. We all have desires we cannot fulfill.

One can put abstractions and adolescents together, if he uses the illustrations that vitalize the abstractions for his particular audience. Such illustrations are just as necessary for adults. Ideas work for no-one unless they are powered by experience. Each one's imagination starts from his own living.

These difficulties do not mean we cannot communicate with others. They mean only that an Eskimo cannot expect a native of Zambesi to begin his telephone chat talking about blizzards. Both of them do experience the unpleasantness of weather and could have their lives enriched by knowing through imagination the experience of the other, but their talk to be communicative, will have to start from their common understanding, the weather.

ACROSS THE OFFICE DESK

JAMES NEWELL EMERY

Cinderella of the School System

The general public — and a good many school officials as well — are disposed to treat the elementary school as a sort of Cinderella.

Your city or your enterprising town is justly proud of the magnificent new building that has been erected for the senior high school, or possibly of a junior high school constructed to meet the exacting requirements for that unit. It is an imposing structure whose grounds cover several acres, a real ornament to the particular section of the community in which it is located.

It contains laboratories, shops, a cafeteria, an auditorium that ranks favorably with the average small-town theater, a gymnasium, soundproof rooms for music practice, showerbaths, a motion-picture projection room, possibly a swimming pool, a pipe organ, a built-in radio system, and of course telephonic communication from room to room, a program-clock that rings the bells automatically, suites of offices for the administrative heads, and so on. It is a real asset to the community and an incentive to continued schooling.

Of course the old building which the high school has outgrown will be remodeled slightly, perhaps not at all, and turned over to the elementary department. That is sound economy from the dollars-and-cents standpoint. But just when was your last building constructed for purely elementary purposes? Aren't those grades housed in the cast off structures that were deemed inadequate for secondary classes — or in much-patched buildings that had their nuclei in antiquated two or four-room wooden buildings that date

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back to the nineties? Your new plant boasts fireproof stairways — and your elementary schools have shabby wooden staircases, perhaps supplemented by slippery outside fire-escapes. Have they auditoriums or assembly halls worthy of the name? Or gymnasiums, or even lots where the children can get out and play ball without risk to the neighbors' windows? Have the lower schools been kept in decent repair? When were they painted last? What about the lighting and ventilation?

Aren't the desks shabby and grimy, marked with the dingy patina of countless elbows and scarred with jack-knife cuts and scratched initials? Are the toilets discolored and smelly? The drinking fountains leaky and unsanitary and most of them shut off because they won't work or won't stop dripping?

What about the equipment? You wouldn't expect laboratories or scientific apparatus, of course. But do they have enough modern maps and globes or even an adequate supply of up-to-date textbooks? And if they do have a few office essentials, like typewriters, duplicating machines and filing cabinets, in the majority of cases these and such things as stereopticons and motion picture outfits have been the gifts of generous-minded Parent-Teacher organizations, or have been supplied through entertainments run by the pupils and teachers themselves. Does the building have an unabridged dictionary that is anywhere near modern, or reference encyclopedias?

What about the teachers in the elementary group. Are they equal in quality, in training, in professional spirit, to the high school faculty? Are they paid anything like the salaries in upper schools? Isn't it the secret ambition of elementary teacher and principal alike to get out of this underpaid, underestimated group into the high school with its greater rewards, both in salary and prestige?

Salaries in the elementary schools are usually several steps below those in the junior and senior high brackets. Yet every boy and every girl *has* to pass six to eight years of school life in those buildings and under those teachers, while high school attendance is largely voluntary.

Oh, yes, anyone can teach in an elementary school — at least that is the opinion of many citizens. They complacently overlook that in the first two or three years of a child's life, the impressions that he receives are largely formed by those primary teachers with whom he is thrown into so close personal contact. The subprimary or first grade teacher is one of the key factors in any school system. Right here is needed a strong sympathetic and kindly personality,

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one that can gain the confidence, respect and affection of her youthful charges, can smooth out their childish problems, keep those babies busy and happy, get them socially adjusted toward one another and herself, make the acquisition of the mechanics of reading and writing an enjoyable and eager experience, rather than the boresome drudgery that it is so likely to become in the hands of an unskilled and unsympathetic teacher. The elementary teacher deserves as much or even greater prestige — and as much salary — as the woman who teaches Latin conjugations or plane geometry to classes at high school desks.

For every child has to go through those primary doors.

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My Joe

MABEL R. TROUP
Rocky Grove School
Franklin, Pennsylvania

My Joe is a "toughy". He's small but wiry. His tow head is never still; his piercing blue eyes don't miss a bit of any other first grader's business.

His hands and face are by preference, seldom clean, although having to wash them twice a day for two months has begun to make a slight impression on his passion for grime.

In the schoolroom he's the wiggliest — on the playground he's the "fightingest". Whenever penetrating shrieks from out-doors bring teachers rushing forth to find the offender, you may be sure that the one on top of the pile of children, pounding the rest and yelling the loudest — yes, the one with the ragged red sweater and patched blue jeans,—is my Joe!

He stutters. It embarrasses him terribly, though he tries to be blase about it. The other first graders are very good about not laughing at him or looking as though he is being queer or "different" — dread word of childhood! We often talk about Tom's weak eyes, Ned's left handedness, Ray's hearing loss, and class Joe's defect with the things that are taken for granted. Sometimes the children look at me so comically as if to say, "We are trying hard not to laugh, but he sounds SO funny!"

One day Joe came up, his face red with excitement, his blue eyes brilliant, his tow hair as shaggy as a wild pony's.

"T-T-Teacher," he stuttered explosively, "P-P-P-Paul is ch-ch-chewing b-b-b-bub-b-b-ble gum!"

Patience has helped the stuttering, Joe even told a fish — I mean *snake* —story without a sign of block the

other day. During the reading of a story about snakes Joe said the picture looked like a snake *he'd* killed.

"Have you *really* and *truly* killed a *snake*, Joe?" asked my Carolyn, the idol of all the little boys in the room.

Joe swelled visibly. Here was meat for his hungry ego. With a toss of his shaggy head and an indescribably nonchalant wave of a grimy hand, he said quickly and easily, "Have *I* killed *snakes?* My Gawd, I've killed *thousands* of snakes!"

GRAPHOTHERAPY

Out in Chicago a number of editors and writers, eager to do something for somebody, have formed a committee to sponsor what is called the Hospitalized Veterans' Writing Project. Various contests have been set up, with modest prizes and honorable mentions for the winners. Short stories, radio scripts, poems, essays on assigned topics, and so on — the veteran may take his choice. The project is now in its third year. The second round of awards went to individuals in veterans' hospitals in more than half the states. One of the competitions, we observe, was among hospital magazines— first prize won by the Ward Healer of Sunmount, New Jersey.

No doubt a certain amount of literary talent will be discovered and encouraged through this series of rivalries. This, however, is only incidental. The aim is to demonstrate and spread a new form of cure. Maybe we should name it "graphotherapy."

Why doesn't somebody start a scheme for persuading school teachers — more than at present — to write for magazines, starting with the organs of their own profession?

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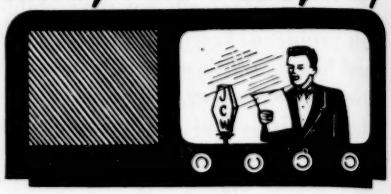

TRAGIC for Julius Caesar were the Ides of March 44 B.C. May the 15th of March, A.D. 1949 be less disastrous as YOU meet Uncle Sam's procurator.

BOYCOTT—"Since 1880: <name of first well-known victim of process, an Irish land agent, Captain Boycott," elucidates THE WINSTON DICTIONARY, College Edition. March 17—a great day to recall the many "processes" started by the Irish.

A.A.S.A.—With three sectional meetings, how many textbooks will a school administrator examine? At one exhibit, an estimate was heard that each teacher handled 15.32 books and requested that 3.1416 be sent to her principal.

WHO are the world's ten greatest novelists? W. Somerset Maugham states his judgment in a new series by WINSTON. What is your opinion?

COLLEGES all over the country! Yes, yet twenty per cent of all college students are enrolled in merely twenty universities.

PRE-PRIMERS should contain *easy* material to establish correct left-to-right eye movement and return eye sweep from the end of one line to the beginning of another. EASY GROWTH IN READING Pre-Primers were designed to develop all reading skills. What about the Pre-Primers you use?

ABOVE average: Estimated number of marriages per year for 1940-1950 period is 1,705,000; but in 1946 there were 2,285,000 and in 1947, 2,000,000. No wonder WEDDING ETIQUETTE COMPLETE by Mrs. Logan Bentley proves a consistent best-seller.

VIDEO: Are barrooms winning new clientele through television? No—according to most recent statistics, almost 4 out of 5 sets are installed in private homes.

INTERNATIONAL language—Esperanto? Anglic? Latin? Ne—No—Non! It is *algebra*, says Daniel W. Snader, author of the new ALGEBRA, Meaning and Mastery, Book I.

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THE NEWS DIGEST

Courses in High School Held to Be Inadequate

EVANSTON, ILL.—The nation's high schools must completely revise their courses to meet the needs of youth today, according to Prof. William G. Brink of Northwestern University. In a survey conducted for the Federal Government, Professor Brink found that 553 out of every 1,000 pupils—drop out of high school because they fail to find school programs "interesting, satisfying and challenging."

Many feel—and with ample justification, Professor Brink asserted—that the courses offered are highly abstract and have little practical value. The weakest link in our educational program was found to be citizenship training, with history and civics classes often little more than memory exercises.

Poll Tax for Schools Asked in Philadelphia

PHILADELPHIA—Using a telephone address system, Walter Biddle Saul, president of the Philadelphia Board of Education, spoke to simultaneous meetings in 36 schools here and asked Philadelphians if they would spend an extra three cents a day each for improvement of their children's education.

The school gatherings, attended by parents and taxpayers, also heard Dr. Louis P. Hoyer, superintendent of schools, and Gov. James H. Duff, present problems faced by the schools today.

The unusual direct approach was in explanation of the board's plan to ask the state Legislature for the power to levy a $10-a-year per capita tax, such as is now in effect in Pittsburgh for schools.

Sees Opportunities In Medicine, Teaching

WASHINGTON—A government survey foresees more demand in the next few years for college graduates in medicine, psychology, teaching in kindergarten and elementary schools and some phases of electricity.

It expects keener job competition in engineering, chemistry, pharmacy, law and personnel relations.

The Veterans Administration disclosed this in reporting a survey conducted for it by the Bureau of Labor Statistics. The VA is using it in counseling disabled veterans.

Interstate Educational Planning Under Way in New England

MONTPELIER, VT.,—Better educational opportunities for New England through interstate planning have been recommended in a report by the New England Commission on Educational Institutions.

The Commission, appointed by the New England governors last summer, is composed of leading educators of the six New England states under the chairmanship of Dr. Ralph Van Meter, president of the University of Massachusetts.

It also recommended that the proposed council be supplied funds to finance an inventory of educational services available and needed, so that it will be in position to recommend specific opportunities for coordination in educational planning and development. Only in this way, the commission stated, can there be most advantageous use of present facilities and economical development of additional ones.

The report, released by Gov. Ernest W. Gibson of Vermont, chairman of the New England Governors' Conference, proposed that Governors take steps to remove any legal barriers blocking coordination and urged uniform legislation by all New England states to establish an interstate body to be known as the New England Education Council.

The report called attention to steps toward coordination already taken by New England land grant colleges and by the commissioners of education of the Northwest states. The latter met recently to discuss establishing reciprocity for requirements for teacher certification, pensions and annuity rights.

Educators Warned Of "Sit-Down" America

SYRACUSE, N. Y.—Delegates at the New York State Association for Health, Physical Education and Recreation convention here were told recently that television poses the greatest challenge yet faced by the physical education profession.

Dean Kenneth Bartlett of Syracuse University saw the new medium as a factor in America's tendency to be "more and more sitdownish", indulging in "less and less exercise."

To counteract television's potential adverse effect on physical fitness programs, Dean Bartlett advised "more and better selling" of non-spectator sports.

Provo, Utah, Tries Primary Unit Plan

PROVO, UTAH.—Sections of several elementary schools in this city have been turned into "one-grade schoolhouses" under a system aimed at preserving the advantages of the old time one-room school house. Provo's primary unit education plan merges kindergarten through third grade work for youngsters and, in the opinion of Superintendent J. D. Moffitt, makes greater provison for individual differences than does definite grading.

Under the new system, the children are grouped according to age and groups are divided into units according to individual needs, abilities and interests. The pupils may advance as rapidly as ability and initiative permit, slow pupils being held back only until deficient work is made up.

Dr. Moffitt, believes the plan will prevent the development of failure complexes and that most pupils will advance to the fourth grade on schedule. Some are expected to finish primary work in 3 to 3½ years.

Bowles Message Stresses Educational Needs

HARTFORD, CONN. — In a special message to the General Assembly, Gov. Chester Bowles recommended that $27,500,000 in new school money be authorized for the next biennium, pending a study of Connecticut's long-range educational needs.

Southern Group Has Plan For Bettering Negro Schools

CHATTANOOGA, TENN. — To raise the value of Negro school buildings to a par with white schools, the South would have to spend about $545,000,000, the Southern Regional Council declared in a recent survey report. This figure, it was emphasized, did not include the amount necessary to equalize salaries, school transportation and other educational needs.

The council, made up of southerners of both races, said that, in order to catch up, Negro schools should receive "more than a proportionate share of school funds until.... existing differences are eliminated."

"The white South," the report warned, "must either recognize this fact and act accordingly, or else face the prospect of yielding ungracefully to a series of court rulings."

The dilemma could best be met by a cooperative system of local, state and Federal financing, the report stated. It cited as a guiding pattern the Hill-Burton Hospital Construction Act, under which the Federal Government offered aid on a two-to-one matching basis for the construction of needed projects on condition that the funds be spent on an equal basis for all segments of the population.

Of extreme importance, the report declared, was the need for a broad program of information that would lay the facts before the Southern people so that there might be "widespread public understanding and acceptance."

The governor summed up the immediate problem by saying that the state now lacks "enough teachers, buildings or educational equipment."

A general state bond issue was recommended to carry out the financing of a program which would include additional aid to municipalities, $4,000,000 to the University of Connecticut for buildings, $6,000,000 for building vocational and technical schools and a $500,000 teacher training program.

N. Y. State University Seeks $12.000,000

ALBANY, N. Y.—Trustees of the State University of New York, in their first annual report, requested $12,000,000 in new appropriations as part of a five-year program for the expansion of higher educational facilities,

Of the sum requested, $10,000,000 is asked for development of two medical centers, one up-state and one in New York City; an unspecified number of four-year colleges and graduate and research facilities, while $2,,000,000 is sought for the state's share of the cost of several contemplated community colleges in the up-state area.

With the new program recommended in the report, including community colleges, the new university, created last year on the advice of a temporary commission headed by Owen D. Young, will have a $150,000,000 plant, according to the trustees.

Croquet Team Proposed for Profs

HANOVER, N. H.,—It probably was inevitable.

For years college professors have gazed wistfully at shiny trousers and frayed shirt cuffs as they watched college-subsidized athletes toot along in sleek convertibles.

Now it may be their turn. A croquet team has been proposed for Dartmouth College's English professors and instructors.

One faculty member already has composed songs and cheers for the proposed "back-to-the-lawn" competition. Another suggested "unlimited substitution."

Better Counseling To Dispel Error

COLUMBUS—More counseling in high schools and colleges on teaching opportunities is an absolute necessity if the nation's elementary schools are to overcome the shortage of competent teachers, according to Dr. Clyde Hissong, State Director of Education for Ohio.

One of the important factors in this situation, according to Dr. Hissong, is that prospective teachers think they will earn higher salaries if they teach in high school rather than in the elementary grades. He pointed out, however, that in 92 per cent of Ohio's school districts an elementary school teacher with a degree may expect the same salary as a teacher with a degree. Proper vocational guidance might correct the misconception, he observed.

Worcester Pupils To Study Weather

WORCESTER, MASS., — Students at the Classical High School here are going to study the weather and do a bit of forecasting on their own.

Starting next September, the high school will have a complete weather station in operation. Run by the students, it will forecast the weather daily for 24 hours in advance.

The project, now in its early stages is the combined work of the faculty the school department and the United States War Assets Administration.

The school's physics department has $1,000 worth of meteorological equipment bought from army surplus.

Would Finance Schools Through Oil "Trust"

MILWAUKEE,—Former Secretary of the Interior Harold L. Ickes has a plan for getting money for the schools without federal taxation. He proposes that a gigantic trust fund for education be set up with income from federal tidelands oil.

Ickes said one reliable estimate of the amount of oil along the Texas and Louisiana coasts alone was placed at 10,500,000,000 barrels. At the prevailing price of $2.62 a barrel, this would bring in $27,510,000,000.

He suggested that the federal trust be modeled after the Rockefeller Foundation, which, by comparison, "would become a dwarf."

"If wisely administered by competent officials under carefully drawn legislation," he said "this would supply the means, out of property owned by the people, to provide the children of the people with the education that is particularly essential in the democratic form of government."

University Sponsors Lay Education Project

URBANA, ILL.—The College of Education of the University of Illinois has organized a new series of fifteen regional conferences on educational problems to bring about improved public education through the cooperaton of students, parents, teachers, school officals and laymen. Up to 200 persons take part in the individual conferences, each of which may cover from three to seven Illinois counties. The one-day meetings are arranged by the Bureau of Research and Service to

offer experience in group procedures which may be applied to other community activities.

Virginians Must Up Pay of Negro Teachers

RICHMOND, VA., — Federal Judge Sterling A. Hutcheson's order to Chesterfield County to equalize the pay of its white and Negro teachers has been upheld by the Fourth United States Circuit Court of Appeals.

About the same time that Judge Hutcheson issued his pay equalization directive to Chesterfield County, he ordered the King George County School Board to equalize its school facilities—buildings and courses of study. That order was not challenged in a higher court.

Chesterfield officials said county teachers' pay had been equalized in accordance with Judge Hutcheson's injunction before the appallate court acted, but that they still wished to test validity of the order.

NBC Expanding University of the Air

NEW YORK. — The University of Southern California, Washington State College at Pullman, the University of Chicago and the University of Tulsa have joined the NBC University of the Air in offering homestudy courses similar to those tested at the University of Louisville last summer.

The University of Southern California course will feature "Pioneers in Music", while Washington State College and the University of Tulsa are offering homestudy in Anglo-American literature with "NBC University Theatre" as their outlet. The two University of Chicago courses, based on "Round Table" broadcasts, will deal with world politics and economics.

Nominal tuition fees are charged to students formally enrolled.

More English Wanted For Dela. High Schools

WILMINGTON,—"Because many entering students are unable to express their ideas in clear, correct and effective English", the University of Delaware has recommended that the state's high schools extend their English program. In a report sent to all English teachers and principals in the state, the university's faculty noted that many students have difficulties in spelling, grammar, punctuation and reading which hamper them in all their work.

The department emphasized that an improved English program would benefit all high school students, not merely those taking the college preparatory course.

High School Paintings Traded with Sweden

BRUNSWICK, ME.,—Brunswick High School, is the first school in the United States to exchange art portfolios with a foreign country in a project sponsored by the Junior Red Cross.

Recently, 21 water color paintings arrived in New York from Norrkoping, Sweden, in exchange for those received early last year from Junior Red Cross art pupils in Brunswick High School.

Original water colors were painted by BHS pupils and sent to Sweden as part of an international project designed to promote a better understanding between the youth of different countries.

The young artists painted typical scenes of their home towns.

At present, there are nine countries in addition to the United States which work through International Red Cross in encouraging junior members to exchange such material.

Walsh Outlines Driver-Training Plan

PROVIDENCE, R. I.,—Dr. Michael F. Walsh, state director of education, is seeking legislation that would result in driver training in all Rhode Island high schools.

Sketching his plans for the course, Dr. Walsh said that mathematics, physics and social studies would be integrated with the actual driver-training.

"Mathematics and physics teachers would devote some class time to problems in accident statistics, death, damage, etc. Social study teachers would bring into their classes the ethical approach to safety and the individual's responsibilities to society when

Many Summer Courses Strengthen International Ties

Announcements coming from educational centers here and abroad indicate an abundance of opportunities for study of national cultures and international problems during the summer. Typical of these summer offerings are the following:—

1949-*Year of Decision* will be the theme of the summer session on the position of the U. S. in World Affairs held by the American University, Washington, D. C., from July 13, to July 23, 1949. Mornings will be devoted to lectures, afternoons to social studies workshops and evenings to cultural events in the capital. Write to Dr. Samuel Engle Burr, Jr., Director, 208 Hurst Hall, American University, Washington 16.

The Second Mount Holyoke College Institute on the United Nations will be held from June 26 through July 23. Opportunity will be provided for study and discussion in small groups with UN leaders, officials of U. S. and foreign governments and other specialists in international affairs. Practical problems in fostering international understanding on the community level will be considered. Address Mary J. Levy, Executive Secretary, Mount Holyoke Institute on the United Nations, South Hadley, Mass.

Classes at St. Martin Vesubie, France, are being planned by Bradley University, Peoria, Ill., for the coming summer. Six weeks of courses in French language, literature, history and comparative education, as well as excursions and a ten day trip to Paris, are contemplated.

British Universities, in cooperation with the Institute of International Education, New York, and the British Council, are expanding their summer school program for overseas students to include nine institutions. The universities concerned and the scheduled courses are:

Bristol, West Country Links with America; Liverpool, Town Planning; Birmingham, Shakespeare and Elizabethan Drama; Edinburgh. The European Tradition; London, Twentieth Century English Literature; Nottingham, Background and Character of English Social Life; Oxford, Modern European Civilization, and Ancient Greece; South Hampton, Growth of Democratic Government in Britain; Manchester and Sheffield (combined course), English Industrial World.

Arrangements are being made to accommodate an overall figure of 780 students from the United States.

he is behind the wheel of an automobile."

The pattern for this training already exists in 14 cities and towns in the state where students study driving along with their academic courses.

Gold Circus Wagon For a Classroom

FORT WORTH, TEXAS, — "School chores should never grow dull for circus children," youngsters who visited the recent Ringling Brothers-Barnum Bailey show here agreed.

Forty-five children of performers in "the greatest show on earth" go to school regularly. There's a teacher who travels with the show and holds classes mornings and afternoons. Besides the three R's, there are practical lessons in machinery, as the small fry swarm over tractors and jeeps used in circus routine. Best of all, however, is the classroom, a real honest-to-goodness red and gold circus wagon!

Princeton Thesis Takes 5 Miles of Wire

PRINCETON, N. J.,—An ingenious Princeton University senior, 20-year-old James A. Lebenthal of New York, has become the first student ever to make a recording of a senior thesis at Princeton. It is a wire-recorded 33,000-word history of Thomas E. Dewey's tactics in achieving the Republican Presidential nomination.

Mr. Lebenthal spent nine months gathering material for the work. The thesis, which includes recording of the highlights of the Republican convention, has been preserved on five miles of wire and requires five hours for a complete playing.

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Grins Between Grinds

TO BE CONTINUED

An up-to-date history teacher in an Oklahoma City high school ended one of his lectures by saying, "Will Aaron Burr win his duel with Alexander Hamilton? Will the American people go for the Monroe Doctrine? Come to class next Monday and find out!"

*

RETAINER WANTED

A mother told her small son, going on 5: "I don't have any baby any more. I guess I'll have to get another baby, now that you've grown to be such a big boy."

The youngster thought it over. "Well, Mummy," he replied, "you'll keep me for a friend, won't you?"

*

A GOOD REASON

The teacher described some of the unusual features of animals, like the neck of the giraffe, the trunk of an elephant, a camel's hump. Then she asked, "Tommy, why couldn't a giraffe enter this room?"

"Because he couldn't turn the handle on the door," replied Tommy.

*

PSYCHOLOGIST

The vegetable man was pushing his cart through the crowded aisles of the big city market.

"Coming through," he called merrily. No one moved.

"Gangway!" he shouted. A few men stepped aside.

He ruefully surveyed the situation and then he smiled as a bright idea struck him.

"Watch your nylons!" he warned. The women scattered like chaff in the wind.

*

TO HIM THAT HATH

"Mother," protested the youngest son, "you've given Jimmy a bigger helping of the pudding than me!"

"But, honey, he's a bigger boy than you."

"Well, geewhiz, he allus will be at this rate!"

ABOUT AVERAGE

One day recently, an Eastern university professor visited the expanding campus of the University of California at Los Angeles. He watched construction work on half-a-dozen new buildings; he inspected new laboratories and attended summer classes in modern study rooms; he walked across miles of eucalyptus-lined lawns and athletic fields with one of the deans. He was impressed. "My," he said, "just how many students do you have here?"

"Let me see," the dean answered thoughtfully. "I'd say about one in a hundred."

*

THINE ALONE

The young sailor seemed unable to find the right kind of Valentine greeting card.

"Maybe I can help you," suggested the saleslady.

"I'm looking for an expensive-looking card inscribed "To My Only One'," was the reply. The girl went to the back room and smilingly returned with the desired specimen. "Swell," said the sailor. "Gimme half a dozen!"

*

THE CORRECT ANSWER

A teacher asked her class the difference between results and consequences. A bright pupil replied: "Results are what you expect; consequences are what you get."

*

TURN ABOUT

Heard at a service station:

Attendant: Your doctor is outside with a flat tire. What shall I do?

Service Station Owner: Diagnose it as inflation of the perimeter, and charge him accordingly.

*

FUTURE BUREAUCRAT

A 10-year-old pupil at a progressive school in Washington returned home one afternoon with his report card.

"What are your marks?" his mother asked.

"I got 28 in geography, 32 in arithmetic, and 35 in spelling. But," and a proud smile swept over her face, "I got 95 in postwar planning."

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